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ABSTRACT

This fifth grade unit is one of a sequential learning series of the Focus on Inner City Social Studies (FICSS) project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. As part of the fifth grade curriculum focusing on power, this six week unit examines the power at the state and national levels and the value of education. This unit is especially related to the third grade curriculum (see SO 008 278) in which pupils study power at the local level. Specific student inquiry areas include the history and development of education in America, structure of the educational system, value of an education, educational finance, and selected problems of the inner city schools. The format of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

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EDUCATION AND VALUES

GRADE FIVE, UNIT TWO

5.2

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
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Project No. 6090

June, 1971

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SCOPE OF THE FIFTH GRADE CURRICULUM

The curriculum of grade five builds upon those of previous years. It is especially related to the third grade curriculum in which the pupils study power at the local level. In many ways, the grade five curriculum is an extension of some of the learnings of grade three, for the fifth year's major focus is upon power at the state and national levels. The curriculum of grade five is concerned with locating and describing the loci of power, and, although it is not necessarily limited to the political sphere, this area is a major focal point.

The fifth grade curriculum reflects the conviction that power is gained also through education and self-realization. In a more personal way, power is achieved through an awareness of the social forces which affect one's life. One must consider the positive and negative aspects of crime and must discuss drugs as a positive or negative force in one's life. The resultant personal decisions concerning these and similar social issues can lead to a positive or negative utilization of personal power.

The final unit of this year is devoted to power in other countries. In this way, the pupil can learn that the loci of power shift and vary from one nation to another. He will be able to perceive that other nations may have different bases for the distribution of power. Through such comparative studies he will be able to evaluate the degree of personal power of the individual which is permitted in the United States and some other nations. Hopefully, he will also recognize the degree of personal vigilance which is required in the winning and retention of personal liberties.

The specific units of this grade are:

5.1 Political Power In the State and Nation (6 weeks)
5.2 Education Power In the State and Nation (6 weeks)
5.3 Social Power: Personal and Organizational (6 weeks)
  a. Drugs
  b. Crime
5.4 Power within Other Nations
  a. Soviet Union (4-6 weeks)
  b. South Africa (4-6 weeks)
  c. France (4-6 weeks)

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SCOPE OF UNIT 5.2

In this unit, the pupils will study American education. The unit is designed so that the pupils can investigate the development of our system of education, its structure, means of support of the public school system, and the value of obtaining an education. In addition, selected problematic areas will be submitted for their study.

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INTRODUCTION

Introduction to a Unit Teaching Strategy

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences, students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again, the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.

AN OUTLINE OF A TEACHING STRATEGY

PHASE	PURPOSE
I. Introduction	To motivate students.
II. Raising of questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.

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MINIMUM ESSENTIAL MATERIALS

	Teacher	Pupil	Price
1. I Reached for the Sky, Open Door Book, Childrens Press, Chicago, Illinois, esp. pp. 18-20 & 41-45, @ 75¢ each		3	$2.25
2. Fi Rancho De Muchachos, Open Door Book, Childrens Press, Chicago, Illinois, esp. 32-37, @ 75¢ each		3	2.25
3. Who Controls American Education?, James Koerner, Beacon Press, Boston, 1968, @ $3.75 each	1		3.75
4. Education in America, (s 4, p. 13) @ $2.95 each	1		2.95
Filmstrips:			
NY1 "The Education Boom", NYTGO, S4, @ $6.00	1		6.00
		TOTAL	$17.20

ESSENTIAL MATERIALS NOT IN KIT:

Current news periodicals with sections on education.

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OBJECTIVES

Knowledge

The pupil will know that:

1. in the United States today, any young person who is physically and mentally able, may go to school.
2. each state has laws requiring the building and maintaining of schools.
3. all public schools are owned and maintained by the state or local community.
4. private schools are owned by one person or by a group of people.
5. parochial schools are private schools owned by religious groups.
6. the federal government aids public and private education.
7. in all but a very few cases, the people of a community have control of their schools.
8. the people of each community must decide what kind of school best serves the pupils living there.
9. each state makes its own laws about schools.
10. most states have a state board of education.
11. the state superintendents of schools are either appointed by the governors of the states or elected by the people.

Objectives (Cont.)

12. the state board of education includes the state superintendent and a group of citizens.

13. the state board of education decides what should be taught in the schools.

14. any school may teach more than the state board requires, but it may not teach less.

15. special materials needed for exceptional pupils are paid for by the state.

16. most states also make certain that teachers have completed a required number of courses before they teach in classrooms.

17. each teacher must have a certificate or license to teach.

18. in most states, each county has a county board of education and a county superintendent of schools.

19. the county board works in cooperation with the local boards of that county.

20. the county superintendent is responsible for providing health services, library services, and special materials for the schools in his district.

21. a school district is made up of all the schools that are governed by one school board.

22. sometimes, the people in several small districts with few pupils decide to join together to form a large, consolidated district.

23. the schools in a district are directed by a board of education, sometimes called a board of school trustees.

24. in most school districts, members of the school board are not paid for their work.

Objectives (Cont.)

25. the principal, as head of the school, looks after the needs of the pupils and teachers.

26. as a person learns, or becomes educated, his behavior usually changes.

27. by attending school, a person can be helped to learn to understand and cooperate with others and to become a worthwhile citizen.

28. by getting a good education, a person has a better chance to live a healthy, successful, and happy life.

29. schools provide special assistance for pupils with special problems.

30. local real estate taxes are the primary source of school support.

31. local taxpayers must vote approval of bond issues.

32. on the basis of pupil enrollment, the state provides funds for the school districts.

33. much state aid is earmarked for specific purposes and cannot be used for anything else.

34. federal money is usually given for only specified purposes.

35. private schools are generally financed by the parents of the children who attend those schools.

36. increased federal and state aid seems necessary to support education in America.

37. the Economic Opportunity Act of 1964 was an important one affecting education in the inner-city.

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Objectives (Cont.)

38. the Job Corps provides vocational opportunities for men and women, ages 16 to 21.

39. the Work Training Program, known as the Neighborhood Youth Corps, is another agency of the Economic Opportunity Act.

40. in the Neighborhood Youth Corps, payment is provided by the federal government for up to 90 percent of the cost of programs to help young people 16 to 21 years old.

41. the Neighborhood Youth Corps is designed to help the youths, 1) remain in school; 2) return to school if they have already left the classroom; 3) obtain work experience and develop work habits if they are out of school and out of work.

42. the Adult Basic Education Program provides 90 percent federal grants to state educational agencies to conduct remedial educational programs for persons 18 years of age and older.

Skills

The pupil will be able to:

1. request information and materials from sources outside his community.

2. use charts, diagrams, and graphs.

3. organize and prepare a presentation to share information with the class.

4. interview school officials and persons working with federal projects.

5. set standards for evaluating group presentations.

Behavior

The pupil will:

1. work in cooperation with his classmates.

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Behavior (Cont.)

2. be responsible for completing his assignments.

3. be courteous and considerate of others.

4. listen courteously to a differing point of view.

Attitudes

The pupil will:

1. respect and appreciate the human values and rights of others as evidenced by his cooperation in planning, working, and evaluating group work.

2. respect himself and appreciate the dignity of the individual as evidenced by his own contributions and his willingness to accept those of others.

3. respect the need for rules as evidenced by his willingness to follow established rules and to make and follow new rules.

4. appreciate the contributions of others to his education as evidenced by his bringing in news items related to school affairs.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
I. Introductory Activities	I. Suggested introductory activities.	
A. To interest the pupils in the study of American education	A. Bulletin Board - Display large pictures of people and current educational happenings.	
B. To raise questions that will structure the unit.	B. Scrambled Word Game - Print scrambled words and phrases such as 1. O Y E N M - (money) 2. S O L O S C H - (schools) 3. L U V A E S - (values) 4. I R T C S D S T I - (districts) 5. E R O R T P Y P - E X A T S - (property taxes) 6. N S E T D T U R E E P I N N - (superintendent) 7. C H O L O S - D O R A B S - (school boards) 8. D C T O N I A U E - (education) on the chalkboard. Perhaps a "fun" prize for the student who unscrambles the most could be awarded. It could be a choice of a paper clip or used eraser, for example.	
	C. Game - Play "Hangman" using the terms used in the word scramble.	
	D. Scrapbook - Encourage the students to collect and bring in magazine and newspaper articles and pictures, for a class "Education Scrapbook".	

STRATEGY	LEARNING ACTIVITIES	MATERIAL
II. Raising Questions Pupils should raise questions which can structure the scope of the unit.	Ask the pupils to list questions which they would like to investigate in order to help themselves know more about the education in America. The class should develop forty to sixty questions. Some they might raise are: 1. Who pays for the schools? 2. Why do schools always need money? 3. Why do some people quit school? 4. Why should we stay in school? 5. If students have problems, can they change schools? The teacher should encourage questions by referring to the bulletin board display, the unscrambled words and phrases on the board, and other elements of the introductory experiences.	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
III. Categorizing Questions 1. To organize the questions raised by the class into researchable topics. 2. To identify topics which can be pursued by class committees.	The class can be guided into organizing the questions they have raised by asking them which questions talk about the same thing. Later, they can label these categories. The writer of this unit is unable to predict which categories will be selected. It seems likely, however, that they might come upon the following five topic areas. 1. Committee A - Education in America 2. Committee B - Structure of the System 3. Committee C - Value of an Education 4. Committee D - Financing of Education 5. Committee E - Selected Problems The content of this unit has been organized according to these topics.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as affecting group goals. <u>Activities</u> Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogeneously or heterogenously based.) 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
2. To determine desired roles in committee operation.		B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group. b. To let everyone have his turn at the "good" group jobs. c. To solicit ideas from all members of the group. d. To permit the group to decide which ideas are best. e. To keep the group moving to get its job finished in the best way it can. f. To help your group decide what its job is. 2. Group Member a. To help the leader carry out plans. b. To complete the work assigned him. c. To work without disturbing other group members d. To ask other members for their ideas. e. To select only those ideas which help the group do its best work. f. To make other members of the group feel welcome.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT
3. To determine desired roles in committee operation.		3. Secretary a. Record group decision. b. Verify motions and decisions. c. Aid committee in coordinating research.
		C. Finding Information (See Section 1) 1. Testbooks and books a. Use of index. b. Use of glossary, appendix, map lists, illustrations.
2. To identify sources for obtaining necessary information		2. Encyclopedias a. Use of key words; letters on volume, index, class reference. 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community
		Discussion possibilities for presentation 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids

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LEARNING ACTIVITIES

STRATEGY	SUGGESTED INFORMATION RETRIEVAL ACTIVITIES
V. Information Retrieval To suggest activities for locating information	1. Collect pictures for a poster to illustrate sources of state taxes used for education and/or types of programs for which special state money is provided, such as special education, guidance counseling, milk programs, bussing, etc. 2. Ask a school board member for posters or booklets used in your city to urge voters to support bond or levy drives. 3. Invite a school official to tell the class about how schools in your district are financed. Prepare questions for him to answer. 4. Conduct an opinion survey in your neighborhood about school levies. Try to find out why people favor or oppose them. 5. Find out the school millage in your town. Learn what this means. 6. Color a calendar to show when your school will be in operation this year. 7. Ask a representative of the teachers' association for a salary schedule.

STRATEGY	LEARNING ACTIVITIES
V. Information Retrieval	8. List all the things that must be paid for to operate your school.
	9. Collect newspaper articles about special educational programs offered in your city.
	10. Investigate the local system's financial condition. Cut out articles from magazines and papers for display on bulletin boards.
	11. Make a list of the materials used in the classroom. Calculate daily, weekly, annual consumption.
	12. Make a scrapbook listing the vandalism reports from the local and surrounding areas.
	13. Take a survey of the community--relative to local bonds and levies. (for, against, why?)
	14. Invite local representatives (industry, retail merchants, etc.) to discuss why certain educational requirements are needed in their field.
	15. Send letters to colleges (state and private) requesting information concerning admission.
	16. Interview the curriculum director of your school system. Try to discover what programs are being tried in the local system as it relates to the content.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Education in America	I. Education in General A. Since the days of the cave man, people have been learning new ways to improve their living, and they passed on what they have learned to those who lived after them. But as ideas were passed on, and more inventions and discoveries were made, young people could not possibly learn enough by themselves. It was then that teachers and schools become important. B. From teachers, young people could learn to read, to write, to compute. Even so, in early times, only a few young people had the chance to learn these things. II. Education in the United States in the Past A. The earliest schools were religiously oriented. 1. Clergymen began many of them. 2. Staff members were appointed on the basis of their religious orthodoxy. B. During the period of new imagination, schools had a dual function. 1. Some served as socializing agents for the newly arrived immigrants. 2. Others seemed to prevent assimilation and served as unifying agents for already cohensive groups. C. As the educational level of the people increased, so did their demand for more highly qualified teachers. 1. The schoolmarm who "kept school" was replaced by the graduate of the normal school. 2. In the 1930's, the impetus for college or university training of teachers was becoming apparent.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Education in America	III. Education in Our Country Today A. In the United States, any young person who is physically and mentally able, can go to school. Nearly everyone can take part in the exciting business of learning - of getting an education. B. Each of our fifty states has laws requiring elementary and secondary schools, many places also have junior colleges which add two years to public school education. C. All public schools are owned and maintained by the state or local community; every private school is owned by one person or by a group of people; parochial schools are private schools owned by religious groups. 1. The national government has never said what our schools must be like, but the government gives help to schools. a. For example, the Office of Education, under the Department of Health, Education and Welfare, gives money to certain colleges so that they can carry on work in special areas. b. The national government sets up schools on Indian reservations. 2. Even though the national government helps schools in many different ways, the national, state, and county governments only give suggestions for schools to follow. a. In all but a very few cases, the people of a community have control of their schools. b. The local school belongs to its people, their families, and to other people who live in the school district. c. The people of each community must decide what kind of school best helps all the children living there.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Structure of the Educational System	I. Role of the State A. Each state in our country makes its own laws about schools, but laws in most states are very much the same. Most states have a state board of education. The state superintendent of schools, the educational leader in the state, is appointed by the governor or is elected by the people of the state. The state superintendent and a group of citizens who make up the state board of education decide what should be taught in the schools. Any school is free to teach more than the state board of education requires, but it may not teach less. B. Special materials for children who need them are paid for by the state. 1. Braille books for the blind. 2. Walkers for those whose bodies need support. 3. Hearing aids for the deaf. C. Most states also make certain that teachers have completed a required number of years of college before teaching in classrooms. Each teacher must have a license or certificate to teach. The certificate means that the teacher knows not only the material he is to teach, but also how students think and learn. II. Role of the County A. In most states, each county has a county board of education and a county superintendent of schools. B. The county board works in cooperation with the local school boards of the county. 1. Together, they decide how the subjects required by the state board of education shall be taught.	

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STRATEGY		CONTENT	MATERIALS
V. Information Committee B Structure of the Educational System		3. The county superintendent is responsible for providing health services, library services, and school materials for the schools in his area. 4. Frequently, the county also prescribes the texts to be adapted in the county system.	
	III.	Role of the School District	
		A. A school district is made up of all the schools that are governed by one school board. 1. A city school district may cover the same area as the whole city or it may be larger. 2. Sometimes the people in several small districts with few pupils decided to join together to form a large, consolidated school district.	
		B. The schools in a district are directed by a board of education, sometimes called a board of school trustees. 1. The board generally has from three to seven members. 2. The members live in the school district, and, in most states, are elected by the people to serve for a term of two to four years. 3. In most school districts, members of the school board are not paid for their work. They serve because they are interested in young people, and their community.	
		C. The role of the district superintendent 1. The superintendent works for the people and the board of education in his district. 2. He has various important responsibilities: a. provision of classrooms and buildings. b. provision of good teachers and principals. c. planning of a strong program of study. d. in some cases, provision for bussing, food services, and health services.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Structure of the Educational System (Cont.)	D. The role of the principal. 1. The principal, as head of the school, looks after needs of the pupils and teachers. 2. He helps teachers plan school activities. 3. He confers with parents about the needs of the students.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C The Value of Education	I. The Value of Education A. As a person learns, or becomes educated, his behavior usually changes. His ways of thinking about events and people, his skills, and his behavior should improve. The more education a person has, the more he should be able to do, and the better he should be able to think and make wise decisions. B. By attending school, a person can learn about the world and its people. He can study what has happened in the past, and what is presently taking place. In school, pupils can learn to know some of the best music, writing, and art of all times. Through reading and study, they can know what the greatest people of all ages have thought and done. C. An education helps a person to understand and cooperate with others, and to become a worthwhile citizen. School is the place where one can learn what his interests and aptitudes are; in school, he can develop his talents so that he can make a good living when he grows older. By getting a good education, he has a better chance to live a healthy, successful, and happy life. 1. It is true that one can get some education without going to school, but, in school, there are trained teachers and many different kinds of materials to help the student learn. 2. In addition, the schools provide special assistance for those with special problems. a. physical problems, as difficulty in seeing, hearing, or speaking. b. learning problems, as difficulty in certain skills or subjects.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Financing of Education	I. Sources of School Support A. Public Schools 1. Tax levies a. Local real estate taxes are the primary source. In 69-70 schools got 63.7% of their operating budget from a tax on local business, industrial and residential property. b. Sales taxes are a source of local school money. This comes through the state office of education. c. School programs. 1. Athletic programs. a. Football and basketball usually make a profit which is often spent on other athletic programs such as track, baseball, etc. b. The physical education programs are funded by school board allocations; the school athletic program is supported mainly by gate income. 2. School supplies a. In some systems the sale of paper, pencils, books, and miscellaneous supplies, sometimes shows a very small profit. This is usually spent for drapes, pictures, and the like. 2. Bond Issues a. Money which is borrowed from a bank, or other lenders, must be paid back by the school system, with interest. b. Money to repay loans (bond issues) come from the same source (local taxpayers) as tax levy money. c. Such money is restricted in its uses. 1. Construction of new buildings 2. Repairs of old buildings. 3. Purchase of certain equipment and furniture. 4. Purchase of property.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Financing of Education (Cont.)	3. State money for local school use a. Foundation money 1) The state gives local school districts money, based on attendance records. 2) The money can be taken away if a school's attendance drops much. b. Grants-in-aid 1) Usually for special projects which seek new ways to implement education. Work/ school classes, vocational education and education for the handicapped comes under this section. c. A good part of state money comes from an additional 4% sales tax on any good purchased in the State of Ohio. This is paid by everyone. A part of state money comes from certain other state taxes. d. During the school year of 1969-1970, the State of Ohio contributed 31.6% of local school budget money e. Much state aid is earmarked for specific purposes and cannot be used for anything else. 1) The state contributes money for bussing students. 2) Money for the purchase of textbooks is also delegated money. 4. Federal money for local school use a. Usually grants-in-aid for special purposes 1) Vocational education 2) Higher education (college) 3) Education for the handicapped 4) Bussing b. E.S.E.A. is a major federal aid program 1) Provides money for library materials, supplementary centers, economically disadvantaged districts, research and other educational needs.	Elementary and Secondary Educ. Act of 1965, Calendar No. 137

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V. Information Retrieval

Committee D

Financing of Education (Cont.)

2) Program and money administered through the U. S. O. E., a department of H.E.W.
3) During the school year of 1969-1970, the federal government contributed 4.7% of local school budget money. Such money was usually only to be used for very special purposes.

B. Parochial schools
1. Tuition
a. The major part of such schools financing comes through money paid by parents, which is in addition to all local, state and federal taxes they must also pay. It is much like the purchases of anything else--they are buying education for their children.
2. Construction
a. Usually paid for by donations from the parents.
3. State aid
a. Traditional separation of church and state has kept such aid to a minimum.
b. Certain pressures by parents of parochial school children is breaking down this separation.
c. Some states give local parochial schools money for special purposes.
1) Bussing of students on an equal basis with public school students.
2) Money to purchase certain textbooks.
3) Some help on paying salaries of certain teachers.
d. Such aid has resulted in law suits by certain taxpayers.
e. Such aid could bring state interference and possible regulation.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Financing of Education (Cont.)	II. Increased Support Needed A. External changes 1. Inflation in all aspects of education a. salaries of school personnel 1) teachers 2) administrators 3) clerical help 4) maintenance workers 5) cooks, etc. 6) bus drivers b. purchase of supplies 1) books 2) paper 3) office forms, etc. c. housing 1) replacement of antiquated buildings 2) repair of ancient buildings 3) upkeep costs a) electricity b) water c) phone d) heating e) insurance 4) replacement of equipment a) buses b) textbooks c) desks, etc. 2. Increase in vandalism a. Certain changes in social attitudes and beliefs result in the schools being seen as major targets of range and protest.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Financing of Education (Cont.)	b. Corresponding increase in replacement and repair costs. 3. Population changes a. property owners move from inner city b. renters do not pay direct property tax c. low income families are often on welfare and cannot pay certain school costs d. urban renewal removes real property from tax rolls e. single family dwellings frequently become multiple family dwellings and school enrollment increases with no corresponding tax increase. 4. Social and cultural changes a. material goods, "things", become more important than education b. everyone says, "let the state do it" 1) state money still must come from the people in taxes or assessments 2) administrating bureaucracy would remove some money from school use c. parochial school parents are demanding more federal, state, and local help. 1) higher costs affect parochial schools also resulting in higher costs for tuition as well as higher taxes 2) tradition in church/state separation is being denied--assistance such as buses and books is being asked for 3) some parochial schools have closed, throwing and even greater burden on public schools without a corresponding increase in taxes.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Financing of Education (Cont.)	d. organized and unorganized group resistance 1) old people on fixed incomes are increasingly resisting tax levies for any purpose 2) real estate lobbies oppose tax increase because high taxes make home selling more difficult 3) tax payers are resisting any increases 4) society is demanding that schools become responsible for their "product" if they want more money 5) Priorities in government spending often put education well down the list. Ohio ranks among the top 6 states in population, among the top 5 in total revenue, but 32nd in expenditure per pupil for education in 69/70. Teachers' salaries rank 24th among all the states. In per capita tax revenue in 1968, Ohio ranked 49th.	Ohio Schools, 3/27/70.p. 18
	B. Internal changes 1. new curriculum content demands new curriculum materials a. textbooks b. supplementary materials such as audio-visual software, filmstrips, overhead transparencies, etc. c. Audio-visual hardware 1) overhead projectors 2) cameras 3) film and slide projectors, etc. d. other essential equipment for non-verbal learners, Buisenaire rods, tape recorders, etc. e. vastly expanded libraries--Title II of E.S.E.A. provides some money for this. In 1969, the federal government gave 50 million for all 50 states for libraries.	Federal Aid Education U.S.A. Special Report
	2. increased attention to "non-academic" studies a. vocational education 1) new buildings 2) new equipment 3) new teacher preparation	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E Selected Problems	I. Urban Education Today The problems confronting education today are many, the least of which is not revitalizing education in urban areas. The needs of the students in the inner city dictate a tailor made system of education designed to be a real service. A. The schools of the inner city are confronted by numerous obstacles. 1. Curriculum: Many regard the curriculum a. as a white-biased one; b. others charge that it is a product of rural America which takes little cognizance of life in urban areas, 2. Staffing: The teachers who staff ghetto: a. schools are frequently prejudiced in their attitudes toward minority groups. b. In large urban areas, some attempts are being made to hire principals and staff members who are in proportion to the total population of that minority group in that area. B. Many other problems are present; those selected for study here are merely suggested. Others which could be studies are those associated with financing, special in-school programs, and decentralization of schools. 1. An important legislative action, The Economic Opportunity Act of 1964, has effected, in part, a revitalization of urban education. a. The Advisory Commission on Intergovernmental Relations lists five kinds of opportunities the bill was designed to provide. 1. The opportunity for youths to acquire skills and to complete their education 2. The opportunity for communities to develop and carry out community action programs.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E Selected Problems (Cont.)	3. The opportunity for "dedicated Americans" 18 years of age and older, to serve as volunteers in a domestic "Peace Corps" -- VISTA - Volunteers in Service to America -- to help states and communities to fight the war against proverty. 4. The opportunity for certain hard-hit groups to break out of pattern of poverty. 5. The opportunity for a concerted national attack on poverty by establishing the Office of Economic Opportunity, in the executive office of the President. b. The Act provides a number of specific national programs intended to assure this opportunity environment, and, in addition, provides a means, through community action, for communities to develop such an environment at the local level.	ACIR - Inter-governmental Relations in the Poverty Program, U. S. Government Printing Office, April 1966, pp. 1-2.
	The specific programs include: 1. The Job Corps: This program provides vocational training opportunities for men and women ages 16 to 21, in institutional facilities. In addition to improving the skills, education, health, and outlook of these youths, the program provides conservation and other community service activities to the states and communities in which facilities are located. 2. The Work Training Program, known as the Neighborhood Youth Corps: Payment is provided by the federal government for up to 90% of the cost incurred by local project sponsors under contract to help youth in the 16 to 21 age group to 1) remain in school; 2) return to school if they have already left the classroom, and 3) obtain work habits if they are out of school and out of work. These objectives are met by providing employment opportunities which combine education, as well as training and work experiences.	Economic Opportunity Act Title 1-A Economic Opportunity Act, Title 1-B/

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STRATEGY	CONTENT	CONTENT	MATERIALS
V. Information Retrieval Committee E Selected Problems (Cont.)	3.	The Adult Basic Education Program: This activity provides 90% federal grants to state educational agencies to conduct remedial educational programs for persons 18 years of age and older. These programs are operated locally by school districts and educational agencies.	Economic Opportunity Act Title II-B

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STRATEGY	SOME SUGGESTED REPORTING ACTIVITIES
VI. Reporting Committee Findings	1. Display posters showing the sources of money used to support the schools. 2. Make a bulletin board display showing special state-supported programs in education. 3. Play a tape recorded interview with a Job Corps or Neighborhood Youth Corps official describing his work. 4. Distribute levy and bond education campaign materials to the class and discuss how such issues are presented to voters. 5. Present a school official who will discuss local school financing. 6. Display 1) the graph of the local school district millage, 2) the calendar of school days, 3) the teachers' salary schedule, and 4) the list of physical needs which must be met to operate the classroom. Let a committee member report on each one. 7. Summarize the information gathered from the study of admissions standards of selected colleges and universities. 8. Present the findings of an interview with the school principal about his duties. 9. Discuss the present means for financially supporting the schools. Suggest improved or alternate means for doing so.

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STRATEGY	LEARNING ACTIVITY
VII. Overview	After the committees have reported to the class, time should be allowed to review what has been learned and to evaluate the efforts of the learners. Perhaps the class will choose to consider all the original questions that were raised and see whether they have been answered. The major questions will require review so that a foundation is laid for going beyond the material studies to the generalization. There will be some big questions to consider as a result of the study. They may be questions of opinion in "Does our educational system need changing?" There are value questions that involve social awareness, as "Should inner-city families (or blacks) try to move to the suburbs so that they could attend better schools?" and "Does education really pay off?". Such questions and many others will suggest themselves to the class and to the teacher, and they should be discussed, not with the aim of indoctrination, but in order to clarify thinking and to give the children experience in making their own value judgements. It is important that the opinions of all be respected and that all be aware that there is no one "right" answer.

STRATEGY	CONTENT
VIII. Generalizations	1. "Education and the schools deal consciously with the common culture and, whether they will or not, are involved instrumentally in the process whereby a civilization and a culture are continually remade".
	2. "The school can provide many kinds of education which the home could never furnish".
	3. "Whenever the functions of a society become differentiated or specialized, there is an increase in the formal aspects of its organization, and this is as true of education as it is of community life in general".
	4. "Because of the influence of the political nature of the state, and that of the culture as a whole, an educational system is largely influenced and its character largely determined by factors and forces outside the school".
	5. "The individual is a living member of the human whole, deriving his life from it through social and hereditary transmission; the transmission of the cultural heritage from one generation to another is a universal purpose of education".
	6. "What individuals do and what they learn vary for two different cultures since the cultural environment clearly has more effect on learning than does the natural environment".

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